

Ackworth Mill Dam Communication and Language Progression EYFS

Nursery	Autumn	Spring	Summer
Auditory	<i>Enjoy listening to longer stories and can remember much of what happens.</i>	<i>Pay attention to more than one thing at a time, which can be difficult.</i>	<i>Enjoy listening to longer stories and can remember much of what happens. Pay attention to more than one thing at a time.</i>
Skill	I can listen in small groups with a visual and/or kinaesthetic support. simple comparisons.	I can understand what is being asked of me whether that be a question or an instruction. I can listen as part of a medium sized group with visual and kinaesthetic support and distractions minimised.	I can listen attentively in a whole class group, offering actions, comments and actions.
Understanding	<i>I understand the words who, what and where if used in simple questions asked within the here and now. I can follow a one part question and instruction.</i>	Understand why questions such as: "Why do you think the caterpillar got so fat?" <i>I understand a question and instruction that has two parts such as: "Get your coat and wait at the door".</i>	Understand why questions and ask questions to find out more.
Skill	I can use simple comparisons. I can understand the words who what and where if used out of the here and now and respond without visual support. I can understand words and use, first, then, next.	I can understand and use the words who, what and where. I am beginning to understand why and how questions but responses may be limited. I can offer more explanation with support.	I understand how and why questions and ask questions to find out more. I check I understand what has been said to me.

<p>Speaking</p>	<p><i>Use a wider range of vocabulary. Sing a large repertoire of songs. Know many rhymes be able to talk about familiar books, and be able to tell a long story.</i></p> <p><i>Know many rhymes and are able to say them. Know 2 core story</i></p> <p><i>Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'</i></p>	<p><i>Develop their pronunciation but may have problems saying: - some sounds: r, j, th, ch, and sh</i></p> <p><i>Use longer sentences of four to six words. Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</i></p> <p><i>Know 4 core stories and be able to talk about them. Able to tell a short story in their play</i></p>	<p><i>Start a conversation with an adult or a friend and continue it for many turns. Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</i></p> <p><i>Know 6 core stories and be able to talk about them. Able to tell a long story possibly seen in their play</i></p>
<p>Skill</p>	<p>I speak using simple sentences. I can anticipate and join in with key phrases and events in familiar stories.</p> <p>I keep a steady beat alongside others or to a piece of music or rhythm.</p>	<p>I can retell stories with visual support, including the mains events. I can use more complex sentences and link my ideas with and. I ask a variety of questions e.g. what?, where?</p> <p>I blend compound words e.g. foot-ball. I blend two- syllable words e.g.- ta-ble. I blend cvc words when the vowel is spilt e.g. ca-at</p>	<p>I can use more complex sentences and initiate conversation with adults and my peers. I ask a variety of questions e.g. what?, where and why? I can use more complex sentences and link my ideas, because, and, so. I can use language to choose and plan play/activities.</p> <p>I blend cvc words with long phonemes e.g. s-oo-p, sh-ar-k.</p> <p>I blend CVC words with short phonemes e.g. c-a-t and r-u-n</p>
<p>Vocabulary</p>	<p>Nursery rhymes, questions, answer, instructions, conversation, listen, stories, songs</p>		

Ackworth Mill Dam Communication and Language Progression EYFS

Reception	Autumn	Spring	Summer
Auditory	<i>Listen to and talk about stories to build familiarity and understanding. Listen carefully to rhymes and songs, paying attention to how they sound.</i>	<i>Listen to and talk about stories to build familiarity and understanding. Learn rhymes, poems and songs.</i>	<i>Engage in story times. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</i>
Skill Nursery skills expected	I am beginning to listen during carpet time. I can listen in larger sized groups, offering actions, comments or actions. I am learning to listen to rhymes. I can tell you one of the character's names. I can select a familiar story for you to read.	I can listen attentively when engaged in an exchange with teacher and peers, replies with relevant comments. can listen to rhyme or song. I can begin to say if I enjoyed the rhyme or song. I am beginning to learn a rhyme, a poem and a song. I can listen to a story and decide if I have enjoyed it.	I can listen attentively in larger groups , responding with actions. I can listen and I am beginning to want to answer questions. I can select a familiar story for you to read. I can listen to a story and tell you my favourite book, about the characters and summarise the story.
Understanding	<i>Understand how to listen carefully and why listening is important. Ask relevant questions to find out more.</i>	<i>Ask relevant questions to find out more and to check they understand what has been said to them.</i>	<i>Ask a range of questions to find out more using a range of different question words and to check they understand what has been said to them.</i>
Skill	I know when to listen. I can listen and I am beginning to want to answer questions. I understand that what you say doesn't always match exactly what you mean and question if I am unsure. E.g. 'are you joking? I am beginning to show understanding when asked a question.	I can answer questions using simple sentence responses. I show understanding of what has been said to me. I will follow instructions containing behind, Infront and next to. I am beginning to offer reasons and explanations in my response to 'why' and 'how' questions	I can answer any question asked. I show clear understanding of what has been said to me. I understand and follow sequential instructions containing words, 'before', 'after', 'first', 'last'.

	I am beginning to offer reasons and explanations in my response to 'why' and 'how' questions.	but offer more if questions are reworded to 'what'. E.g. Why are you sad? becomes What has made you sad?	
Speaking	<i>Learn new vocabulary. Use new vocabulary through the day. Understand how to use new vocabulary in different contexts</i>	<i>Use new vocabulary through the day. Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Describe events in some detail. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Develop social phrases.</i>	<i>Understand how to use new vocabulary in different contexts. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Develop social phrases.</i>
Skill	I am learning new vocabulary all the time. I am listening to new vocabulary modelled to me. I am attempting to use new vocabulary. I will listen to an adult modelling and beginning to copy.	I am beginning to use new vocabulary in play. <i>I can use new vocabulary when speaking with adults and friends.</i> <i>I can use new vocabulary during the day.</i> <i>I am beginning to use full sentences in my play.</i> I will connect two simple sentences together using 'and' and 'because'. I am beginning to describe events in my play. I can think out loud about things. I am hearing adults say 'I think' 'you could' and 'it might be' as models. I can easily describe orally the events of my morning or afternoon. I will clearly talk to my friends in play and in learning. I am beginning to talk with others to solve problems. <i>I am beginning to learn social phrases</i> like morning, goodbye, please and thank you.	I have an increasing vocabulary to draw on in conversation. I know how to speak appropriately for the subject. <i>I can use new vocabulary when it is appropriate.</i> I can speak clearly. I can speak in full sentences. <i>I am speaking in full sentences with a variety of vocabulary.</i> I will speak using a variety of connectives (and, then, before, first) can think aloud to solve a problem. I use words like 'I think its...', 'you could ...' and 'it might be...'. <i>I know social phrases and use them correctly</i>

Vocabulary	Nursery rhymes, questions, answer, instructions, conversation, listen, stories, songs, retell, summarise, morning, goodbye, please, thank you
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<p>ELG Communication and Language: Listening, Attention and Understanding Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p>	<p>Year 1 Pupils should be able to: listen and respond appropriately to adults and their peers. Ask relevant questions to extend their understanding and knowledge. Use relevant strategies to build their vocabulary. Articulate and justify answers, arguments and opinions. Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. Speak audibly and fluently with an increasing command of Standard English. Participate in discussions, presentations, performances, role play, improvisations and debates. Gain, maintain and monitor the interest of the listener(s) Consider and evaluate different viewpoints, attending to and building on the contributions of others. Select and use appropriate registers for effective communication.</p>
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Ackworth Mill Dam Expressive arts and design Progression EYFS

Nursery	Autumn	Spring	Summer
Creating with Materials (Art)	<p><i>Explore different materials freely, in order to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures. Create closed shapes with continuous lines, and begin to use these shapes to represent objects. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Use drawing to represent ideas like movement or loud noises. Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. Explore colour and colour mixing. Show different emotions in their drawings - happiness, sadness, fear etc.</i></p>		
Skill	<p>I can explore different materials with an adult and suggest possible ways of using the materials to make something.</p> <p>I am beginning to use closed shapes in my drawings to create representations of people, objects and movements.</p> <p>I enjoy experimenting with paint and I am beginning to mix colours independently.</p> <p>I can use a particular resource to construct something I have in mind.</p>	<p>I can use different materials when creating a project and talk about the different textures I have used.</p> <p><i>I can use shapes in my drawings and I am beginning to add more detail as I draw. E.g. A head with all the main features for a face, eyes, ears, nose, mouth.</i></p> <p>I can make a new colour by mixing.</p> <p>I can explain what I am constructing.</p>	<p>I can use different materials in provision to make something in particular without direct adult supervision. E.g. A car, or house, a puppet.</p> <p>I can talk about the materials I have chosen to use and say why.</p> <p><i>I can draw people and objects and I can clearly mark different emotions. E.g a frown, a smile etc.</i></p> <p>I can use colours for a specific purpose and explain my choices.</p>
Being Imaginative and Expressive (Drama & Music)	<p><i>Take part in simple pretend play, using an object to represent something else even though they are not similar. Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings. Remember and sing entire songs.</i></p>		



	<p><i>Sing the pitch of a tone sung by another person ('pitch match').</i> <i>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</i> <i>Create their own songs, or improvise a song around one they know.</i> <i>Play instruments with increasing control to express their feelings and ideas.</i></p>		
Skill	<p>I can carry out a sequence of activities in my pretend play. I can play alongside other children and adults in provision. I can join in pretend play. I can follow a narrative. I enjoy exploring small world areas. I enjoy listening to new songs and rhymes. I can express which songs I like to listen to and why. I can say how a song makes me feel. I can choose an instrument and show how it should be played.</p>	<p>I give my puppets, role play characters and figures a voice. <i>I can play with others in pretend play.</i> <i>I will listen and react to others' ideas in a narrative.</i> I am beginning to construct a small world and I will engage with it with another peer/adult. I can join in singing songs in a group. I can copy a simple beat or melody on an instrument.</p>	<p>I can construct and create with purposeful intent. <i>I can add ideas to a narrative in pretend play.</i> I can involve others in my pretend play.</p>
Vocabulary	<p>Play, join, combine, materials, shapes, lines, detail, feelings, colour mixing, colour, light, dark Instrument, music, song, tune, pitch, quick, fast, retell, imagination, story, characters, songs</p>		



Reception	Autumn	Spring	Summer
Creating with Materials (Art)	<p><i>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</i></p> <p><i>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</i></p> <p><i>Create collaboratively, sharing ideas, resources and skills.</i></p>		
Skill	<p>I can mix colours and know the colour I want to create.</p> <p>I am beginning to create my own independent creations.</p>	<p>I can mix colours and add white or black correctly to get the colour I want.</p> <p>I can create my own independent creations.</p>	<p>I can mix colours for particular purposes.</p> <p>I can create creations over a few days.</p> <p>I can observe my creation and make changes.</p> <p>I create creations in a team.</p>
Being Imaginative and Expressive (Drama & Music)	<p><i>Listen attentively, move to and talk about music, expressing their feelings and responses.</i></p> <p><i>Watch and talk about dance and performance art, expressing their feelings and responses.</i></p> <p><i>Sing in a group or on their own, increasingly matching the pitch and following the melody.</i></p> <p><i>Develop storylines in their pretend play.</i></p> <p><i>Explore and engage in music making and dance, performing solo or in groups.</i></p>		
Skill	<p>I can engage in music making.</p> <p>I can explore music.</p> <p>I can dance along.</p> <p>I can watch a simple performance.</p> <p>I can sing on my own.</p> <p>I can sing in a group.</p> <p>I can pretend play.</p> <p>I can choose a song I like to dance to.</p>	<p>I can move my body in a variety of ways to a song I like.</p> <p>I can listen to a variety of music.</p> <p>I can watch a performance with enjoyment.</p> <p>I can tell you if I like a show I've watched.</p> <p>I can on my own sing in tune.</p> <p>I can sing in a group making it sound nice.</p> <p>I can play imaginatively as part of a group.</p>	<p>I like to listen to different styles of music.</p> <p>I can tell you about the show I watched and discuss it.</p> <p>I can use enhancements to extend my pretend play.</p> <p>I can create or ask for enhancements to extend my imaginative play.</p> <p>I can perform in a performance.</p> <p>I can dance in a sequence of learnt moves.</p>
Vocabulary	<p>Perform, performance, tune, colour, warm, cool, mix, blend, shade, texture, background, outline, retell, characters, imagination, story, music, rhythm, lyrics, dance, sequence, movement, beat retell, characters, story, music, rhythm, lyrics, dance, movement, beat, melody, tempo</p>		



<p>ELG Expressive Arts and Design: Being Imaginative and Expressive Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</p> <p>Expressive Arts and Design: Creating with Materials Share their creations, explaining the process they have used.</p>	<p>Year 1 Music Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <ul style="list-style-type: none">• Play tuned and untuned instruments musically.• Listen with concentration and understanding to a range of high-quality live and recorded music.• Experiment with, create, select and combine sounds using the inter-related dimensions of music. <p>Design and Technology Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making.</p> <p>Design Design purposeful, functional, appealing products for themselves and other users based on design criteria. Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.</p> <p>Make Select from and use a range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing). Select from and use a wide variety of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</p> <p>Evaluate Explore and evaluate a range of existing products. Evaluate their ideas and products against design criteria.</p> <p>Technical Knowledge Build structures, exploring how they can be made stronger, stiffer and more stable. Explore and use mechanisms (for example, levers, sliders, wheels and axles) in their products.</p> <p>Cooking and Nutrition Use the basic principles of a healthy and varied diet. Understand where food comes from.</p>
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Expressive Arts and Design: Creating with Materials

Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used.

Physical Development: Fine Motor Skills

Begin to show accuracy and care when drawing.

Art & Design

To use a range of materials creatively to design and make products.

- To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.
- To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.
- About the work of a range of artists, craft makers and designers, describing the difference and similarities between different practices and disciplines, and making links to their own work.

Ackworth Mill Dam Literacy Progression EYFS

Nursery	Autumn	Spring	Summer
Comprehension	<p><i>Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing.</i></p> <p><i>Engage in extended conversations about stories, learning new vocabulary.</i></p>		
Skill	<p>I can locate objects, characters and things of interest in illustrations.</p> <p>I can hold a book correctly and demonstrate how to turn pages.</p>	<p>I can locate and talk about the things I notice in illustrations.</p> <p>I can name some parts of a book such as the front cover and the blurb.</p>	<p>I can talk about the things I can see in books and relate what I see to my own experiences.</p> <p>I can share my likes and dislikes about a fiction or non-fiction book.</p>
Word reading	<p><i>Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother.</i></p>		
Skill	<p>I can identify an object by a silhouette or an abstract picture.</p>	<p>I recognise abstract symbols, some letters and numbers.</p>	<p>I can recognise my name</p>
Writing	<p><i>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.</i></p>		
Skill	<p>I identify the object depicted by drawing a line.</p> <p>I can give meanings to the marks I make.</p>	<p>I can draw circles and attempt other pre writing shapes.</p> <p>I can begin to write one or two letters from my name.</p>	<p>I am beginning to write my name.</p>

		I begin to show an interest in writing.	
Vocabulary	stories, fiction, non-fiction, opinion, question, answer, refrain sounds, loud, quiet, name, initial sounds, stretchy sounds, bouncy sounds straight lines, diagonal lines, circles, spirals, clockwise and anti-clockwise movements		

Ackworth Mill Dam Literacy Progression EYFS

Reception	Autumn	Spring	Summer
Comprehension	<i>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</i>		
Skill Nursery skills expected	I am practising reading familiar sounds at home and beginning to segment and blend familiar words. I listen and join in with repeated refrains from familiar stories	<i>I am beginning to read books or ditties matched to my reading level at home.</i> I can retell a familiar story when looking at a book.	<i>I can read my RWI reading book at home confidently and using my story tellers voice.</i> I attempt to read some words in whole language books.
Word reading	<i>Blend sounds into words, so that they can read short words made up of known letter- sound correspondences. Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words matched to the school's phonic programme. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Read individual letters by saying the sounds for them.</i>		
Skill	I can recognise and read words with set 1a sounds in RWI. I am beginning to blend sounds to read short phonetic words. I can read my name. I am beginning to read simple CVC words	I can recognise and read words with set 1a and set 1b sounds in RWI. <i>I can blend phonetic sounds to read short words.</i> I am beginning to learn special friends such as 'ch, sh, th, ng, nk'. I can read and recognise some red words- RWI. <i>I can read ditty sheets confidently and begin to read red ditty books.</i>	I can recognise and read words with set 1 special friends in RWI and may be beginning to learn set 2 sounds. <i>I can blend sounds to read simple sentences.</i> I can read longer words containing 4 and 5 sounds. 1.6 and 1.7 words in RWI. I can confidently read words containing special friends. <i>I can confidently read some red words.</i> I can read age-appropriate book. RWI level Green.

Writing	<p><i>Form lower-case and capital letters correctly.</i> <i>Spell words by identifying the sounds and then writing the sound with letter/s.</i> <i>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</i> <i>Re-read what they have written to check that it makes sense.</i></p>		
Skill	<p>I can form letters from the alphabet. I can write CVC words containing set 1a RWI sounds, using Fred fingers. I can mark make. I can read my mark making and tell you what it says. I am beginning to add initial sounds for words. I can tell you what my sentence says.</p>	<p>I can form letters of the alphabet with good control. I can write CVC words containing set 1a and set 1b RWI sounds. I can write labels and captions. You can read my writing and understand it.</p>	<p>I can form most of the letters in the alphabet correctly. I can write capital letters. I can write words containing set RWI special friend sounds, and words containing 4 and 5 sounds using Fred fingers. I can write a short sentence. I can use a full stop. I can use finger spaces. I can use a capital letter. I can read my sentence to you</p>
Vocabulary	<p>stories, fiction, non-fiction, opinion, question, answer, refrain sounds, loud, quiet, name, initial sounds, stretchy sounds, bouncy sounds straight lines, diagonal lines, circles, spirals, clockwise and anti-clockwise movements, characters, retell, events, beginning, middle, end, sequence, curved, zig-zag, straight, grip, tripod, dash, dot, straight, outline, letters, formation, posture Lower-case, capital letters, formation, finger spaces, full stops, digraphs, trigraphs, sound fingers, letter, word, phrase, sentence, tripod grip</p>		

<p>ELG: Comprehension</p> <p>Literacy: Comprehension Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p>	<p>Year 1 Children should be taught to develop pleasure in reading, motivation to read, vocabulary and understanding by: listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently; being encouraged to link what they read or hear to their own experiences; becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics; recognising and joining in with predictable phrases; learning to appreciate rhymes and poems, and to recite some by heart; discussing word meanings, linking new meanings to those already known.</p>
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Anticipate (where appropriate) key events in stories.

Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play

Expressive Arts and Design: Being Imaginative and Expressive

Invent, adapt and recount narratives and stories with peers and their teacher.

Literacy- Word Reading

Say a sound for each letter in the alphabet and at least 10 digraphs.

- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Literacy: Writing

Understand both the books they can already read accurately and fluently and those they listen to by:

- drawing on what they already know or on background information and vocabulary provided by the teacher;
- checking that the text makes sense to them as they read and correcting inaccurate reading;
- discussing the significance of the title and events;
- making inferences on the basis of what is being said and done;
- predicting what might happen on the basis of what has been read so far;
- participating in discussions about what is read to them, taking turns and listening to what others say;
- explaining clearly their understanding of what is read to them.

Reading

Apply phonic knowledge and skills as the route to decode words.

- Respond speedily with the correct sound to graphemes (letter or group of letters) for all 40+ phonemes, including (where applicable) sounds for graphemes.
- Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.
- Read common exception words, noting unusual correspondents between spelling and sound and where these occur in words.
- Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings.
- Read other words of more than one syllable that contain taught GPCs.
- Read words with contractions (for example, I'm, I'll, we'll), and understand that the apostrophe represents the omitted letter(s).
- Read books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.
- Re-read these books to build up fluency and confidence in word reading.

Transcription

Spelling

Children should be taught to spell:

words containing each of the 40+ phonemes already taught;
Common exception words;
days of the week.

Children should be taught to:

name the letters of the alphabet in order;
use letter names to distinguish between alternative spellings of the same sound;

Write recognisable letters, most of which are correctly formed.
Spell words by identifying sounds in them and representing the sounds with a letter or letters.
Write simple phrases and sentences that can be read by others.

apply simple spelling rules;
write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far;
use the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker of verbs;
use the prefix un;
use -ing, -ed, -er and -est where no change is needed in the spelling of root words (for example, helping, helped, helper, eating, quicker, quickest).

Composition

Write sentences by:

saying out loud what they are going to write about;
composing a sentence orally before writing it;
sequencing sentences to form short narratives;
re-reading what they have written to check that it makes sense.

As well as:

discuss what they have written with the teacher or other pupils;
read aloud their writing clearly enough to be heard by their peers and the teacher.

Vocabulary, Grammar and Punctuation

Children should develop their understanding of the concepts set out in English Appendix 2 by:

leaving spaces between words;
joining words and joining clauses using and;
beginning to punctuate sentences using capital letters and full stop, question mark or exclamation mark;
using capital letter for names of people, places, the days of the week, and the personal pronoun I.

Grammar

Words

Regular plural noun suffixes -s or -es (dog, dogs, wish, wishes) including the effect of these suffixes on the meaning of the noun.
Suffixes that can be added to verbs where no change is needed in the spelling of the root words.
Recognise how the prefix un- changes the meaning of verbs and adjectives.

Sentences

How words can combine to make sentences.
Joining words and joining clauses using 'and'.

Text

Sequencing sentences to form short narratives.

Punctuation

Separation of words with spaces.

Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences.

Capital letters for names and for the personal pronoun I.

Ackworth Mill Dam Mathematics Progression EYFS

Nursery	Autumn	Spring	Summer
Number	<p><i>Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').</i></p> <p><i>Recite numbers past 5.</i></p> <p><i>Say one number for each item in order: 1,2,3,4,5.</i></p> <p><i>Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</i></p> <p><i>Show 'finger numbers' up to 5.</i></p> <p><i>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</i></p>		
Skill	<p>I can participate in songs using numbers.</p> <p>I can count up to 5.</p> <p>I can count back from 5.</p> <p>I understand one number is said for each item, e.g. 1,2,3,4,5.</p>	<p>I can use my fingers to show a number up to 5.</p> <p>I can count one to one objects independently.</p>	<p>I understand that quantities become smaller. E.g. 5 Little Speckled Frogs.</p> <p>I understand that zero is the same as 'all gone', 'none' or 'nothing there'.</p>
Numerical Pattern	<p><i>Experiment with their own symbols and marks as well as numerals.</i></p> <p><i>Solve real world mathematical problems with numbers up to 5.</i></p> <p><i>Compare quantities using language: 'more than', 'fewer than'.</i></p> <p><i>Make comparisons between objects relating to size, length, weight and capacity.</i></p> <p><i>Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</i></p>		
Skill	<p>I can represent 1, 2, 3 using objects.</p>	<p>I am beginning to use the language of more and fewer.</p>	<p>I can solve real life maths problems, I can explain them as a story using first, then and now.</p>

Shape, Space & Spatial thinking	<p><i>Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.</i></p> <p><i>Understand position through words alone - for example, "The bag is under the table," - with no pointing.</i></p> <p><i>Describe a familiar route.</i></p> <p><i>Discuss routes and locations, using words like 'in front of' and 'behind'.</i></p> <p><i>Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.</i></p> <p><i>Combine shapes to make new ones - an arch, a bigger triangle etc.</i></p> <p><i>Extend and create ABAB patterns - stick, leaf, stick, leaf.</i></p> <p><i>Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper.</i></p> <p><i>Use informal language like 'pointy', 'spotty', 'blobs' etc.</i></p> <p><i>Notice and correct an error in a repeating pattern.</i></p>		
Skill	<p>I can explore patterns around me. I am beginning to notice patterns in the environment.</p> <p>I can locate objects when others use positional language.</p> <p>I can explore 2D and 3D shapes. I can fit shapes together in my play. E.g. an arch and semi-circle.</p>	<p>I can use positional language in my play, including up, down, over, under, forwards and backwards.</p>	<p>I can make a repeating pattern using objects.</p> <p>I can explain my pattern to others.</p> <p>I can correct a mistake in a repeating pattern.</p>
Vocabulary	<p>count, number, numeral, more than, less than, total, altogether off, up, down, under, above, besides, direction, pattern, first, next, last, 2D shapes, circle, triangle, rectangle, square, corners, 3D, longest, shortest, heaviest, lightest, empty, full</p>		

Reception: *progress skills taken from NTCEM. Consider what is not taught on NCETM - SSM,

Ackworth Mill Dam Mathematics Progression EYFS			
Reception	Autumn	Spring	Summer
Shape, Space & Spatial thinking	<p><i>Select, rotate and manipulate shapes to develop spatial reasoning skills.</i></p> <p><i>Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</i></p> <p><i>Continue, copy and create repeating patterns.</i></p> <p><i>Compare length, weight and capacity.</i></p> <p><i>I am familiar with a clock face</i></p>		
Skill	<p>I can find a simple shape when asked.</p> <p>I can build with a variety of construction.</p> <p>I can select blocks to build a structure.</p> <p>I can begin to copy a simple 2D pattern I can build with 3D shapes.</p> <p>I can name common 2D shapes.</p> <p>I am beginning to make pictures with shapes.</p> <p>I can make patterns with several sided shapes.</p> <p>I can begin to recognise shapes in my environment.</p> <p>I am beginning to continue and replicate patterns (2 step and some 3 step).</p> <p>I am enjoying exploring patterns.</p> <p>I can use the words long and short.</p> <p>I can use the words heavy and light.</p> <p>I can use the words full and empty.</p>	<p>I can build and then come back and restructure with additions the next day.</p> <p>I can complete a complex puzzle.</p> <p>I can name 3D shapes.</p> <p>I can describe the properties of 2D shapes - sides, corners, curved, straight.</p> <p><i>I can find a 2D shape in the environment.</i></p> <p><i>I can find a 3D shape in the environment.</i></p> <p><i>I can make an independent simple repeating pattern and challenge my friend to complete it.</i></p> <p>I am replicating patterns (2 step, 3 step and some 4 step).</p> <p><i>I am beginning to see mistakes in a pattern.</i></p> <p>I can tell you if it is longer or shorter than a pencil.</p> <p><i>I can order two things according to length.</i></p> <p><i>I can order two things according to weight.</i></p> <p><i>I can order two things saying which will hold the most.</i></p>	<p><i>I can name 2D shapes including pentagons, hexagons and octagons.</i></p> <p><i>I can describe the properties of 3D shapes - curved, flat, face.</i></p> <p>I can add to my 2D shape picture by exploring the combining of shapes to make new ones.</p> <p><i>I can easily see a mistake in a pattern and correct it.</i></p> <p><i>I enjoy making patterns and challenging myself to improve the complexity.</i></p> <p><i>I can order three or more things according to length.</i></p> <p><i>I can order three or more things according to weight.</i></p> <p><i>I can order three or more things saying which will hold the most.</i></p>

			<p>I am exploring scales for balance purposes.</p> <p>I can measure short periods of time.</p>
Vocabulary	<p>Number, numeral, number sentence, more, less, same, equal, add, plus, total, altogether, take away, subtract, fewer, double, number bond Length, long(er/est), short, weight, heavy, light, capacity, full, empty, half full, nearly empty, nearly full pattern, repeating, 2D, flat, corners, sides, straight, curved, 3D, solid, face, edges, vertices</p>		

<p>ELG: Maths- Number</p> <p>Mathematics: Number Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5.</p> <p>Mathematics: Numerical Patterns Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than,</p>	<p>Year 1 Number and Place Value</p> <p>Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens. Given a number, identify one more and one less. Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least. Read and write numbers from 1 to 20 in numerals and words.</p>
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less than or the same as the other quantity.

Mathematics: Number

Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

Mathematics: Numerical Patterns

Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Measurement

Compare, describe and solve practical problems for:

lengths and heights (long/short, longer/shorter, tall/short, double/half)
mass or weight (heavy/light, heavier than, lighter than)
capacity/volume (full/empty, more than, less than, quarter)
time (quicker, slower, earlier, later)

Measure and begin to record:

lengths and heights
mass/weight
capacity and volume
time (hours, minutes, seconds)

Recognise and know the value of different denominations of coins and notes.

Sequence events in chronological order using language, such as before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening.

Recognise and use language relating dates, days of the week, weeks, months and years. Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.

Position and Direction

Describe position, directions and movements, including half, quarter and three-quarter turns.

Shape

Recognise and name common 2D and 3D shapes, including circles, triangles, rectangles (including squares), pyramids, spheres and cuboids (including cubes)

SSM

Children will have experienced rich opportunities to develop their special reasoning skills in shape, space and measure

Ackworth Mill Dam Personal, Social and Emotional Development Progression EYFS

Nursery	Autumn	Spring	Summer
Managing self	<p><i>Select and use activities and resources, with help when needed.</i></p> <p><i>Become more outgoing with unfamiliar people, in the safe context of their setting.</i></p> <p><i>Show more confidence in new social situations.</i></p>		
Skill	I can join in an activity with the help of an adult.	I can explore activities independently and I will check in with adults when needed.	I can participate in group activities and activities without the help of an adult. I am confident to try new activities independently.
Self-regulation	<p><i>Develop their sense of responsibility and membership of a community.</i></p> <p><i>Increasingly follow rules, understanding why they are important.</i></p> <p><i>Remember rules without needing an adult to remind them</i></p> <p><i>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</i></p>		
Skill	I begin to form friendships with other children. I am beginning to learn the school and class rules. I am learning about how I feel.	I form good friendships with other children. I talk about home and other people in my world and characters in familiar stories. I increasingly follow the rules. I can communicate how I am feeling. (Consider including launchpad pragmatic strand around feelings.)	I talk about things from another's point of view in a simple way. I talk about feelings and link these to events or people. I can follow the rules and understand why they are important. I understand what is right and wrong and make the right choice.
Building relationships	<p><i>Play with one or more other children, extending and elaborating play ideas.</i></p> <p><i>Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</i></p> <p><i>Develop appropriate ways of being assertive.</i></p> <p><i>Talk with others to solve conflicts.</i></p> <p><i>Understand gradually how others might be feeling.</i></p>		

Skill	<p>I can begin to play with my friends. I am beginning to listen to my friends. I am learning how to be kind to my friends.</p>	<p>I use talk to engage others and to share my thoughts and experiences. I am learning how to make my own choices and verbalise this to my friends. I am learning to talk to my friends about how I feel. I can take turns in a small group with a simple resource.</p>	<p>I take turns to talk in a larger group.</p>
Vocabulary	<p>rules, voice, friends, talk, turn, choice, feelings - happy, sad, worried, angry, tired, scared, emotions</p>		

Ackworth Mill Dam Progression Personal, Social and Emotional Development EYFS

Reception	Autumn	Spring	Summer
Managing self	<p><i>See themselves as a valuable individual</i></p> <p><i>Manage their own needs</i></p>		
<p>Skill</p> <p>Nursery skills expected</p>	<p>I am beginning to initiate a conversation. I can tell you what I like. I can tell you who is in my family.</p> <p>I am beginning to understand the need for hygiene with adult support</p> <p>I can try new activities</p>	<p><i>I can initiate a conversation.</i> I can tell you what I don't like and why I don't like it. I can tell you about my family.</p> <p>I am beginning to persevere and keep on trying at new activities.</p> <p>I can tell you what I am good at. I can manage my own hygiene.</p> <p><i>I can choose a healthy snack.</i></p> <p>I understand why I need to drink milk and water.</p>	<p><i>I can have an extended conversation.</i></p> <p>I can tell you about my family's roles and interests.</p> <p>I am a confident individual. I have a sense of pride in myself.</p> <p>I can collect resources I need to complete an activity or task.</p> <p>I understand what are healthy and unhealthy foods.</p> <p><i>I understand why I need to eat each fruit and vegetables and why I need to exercise.</i></p>
Self-regulation	<p><i>Show resilience and perseverance in the face of challenge.</i></p> <p><i>Identify and moderate their own feelings socially and emotionally.</i></p>		
Skill	<p>I express my needs and feelings using words as well as non-verbally.</p> <p>I am beginning to observe work other children have completed.</p> <p>I am beginning to compliment my friend's good work.</p> <p>I am beginning to be able to calm myself down after I become upset.</p>	<p>I form good relationships with adults and peers expressing my needs and feelings to them.</p> <p>I can observe work other children have completed and tell them what I like.</p> <p>I can complement my friend's good work.</p> <p><i>I am learning how to review my friend's model and say what I like about it.</i></p> <p><i>I can calm myself down after I become upset.</i></p>	<p>I can talk about the feelings of others and the impact I have on this.</p> <p><i>I can positively review my friend's model and make suggestions for improvement.</i></p> <p><i>I can recognise when I am not making the right choice and accept consequences.</i></p>

Building relationships	<i>Build constructive and respectful relationships.</i> <i>Express their feelings and consider the feelings of others.</i> <i>Think about the perspectives of others.</i>		
Skill	<p>I am beginning to listen to an adult.</p> <p>I am beginning to listen to my friend.</p> <p>I am beginning to be kind to others.</p> <p>I am beginning to have regular friends that are good for me.</p> <p>I am beginning to make the right choice most of the time sometimes with support from an adult.</p> <p>I am beginning to model the right choice during times when the whole class are together.</p> <p>I am beginning to understand the class rewards system.</p> <p>I can listen to a story and think about the feelings of the characters.</p> <p>I can think about challenges within our circle times.</p>	<p>I can listen to an adult.</p> <p>I can listen to my friend.</p> <p>I can be kind to others.</p> <p>I have regular friends that are good for me.</p> <p>I can make the right choice most of the time.</p> <p>I can model the right choice during times when the whole class are together.</p> <p>I am beginning to gain more praise for my right choices.</p> <p>I understand the class rewards system.</p> <p>I can offer talk to understand how a character maybe feeling.</p>	<p>I can listen to an adult for extended periods of time.</p> <p>I can listen to my friend and respond to conversation with questions and answers.</p> <p>I can make the right choice all of the time.</p> <p>I am consistently gaining more praise for my right choices.</p> <p>I complete regular class challenges to join in with class reward systems.</p> <p>I can talk and solve challenges with simple solutions within after listening to stories or during circle time.</p>
Vocabulary	rules, voice, friendship, talk, turn, choice, feelings - happy, sad, worried, angry, tired, scared, emotions respect, perseverance, resilience, hygiene, feelings, independent.		

<p>ELG Personal, Social and Emotional Development: Self-Regulation Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p>	<p>Year 1 Pupils should be able to: Scheme of learning for PSHE</p>
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Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.

Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

**Personal, Social and Emotional Development:
Managing Self**

Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.

Explain the reasons for rules, know right from wrong and try to behave accordingly.

Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

**Personal, Social and Emotional Development:
Building Relationships**

Work and play cooperatively and take turns with others.

Form positive attachments to adults and friendships with peers.

Show sensitivity to their own and to others' needs.

**Understanding the World: People, Culture
and Communities**

Know some similarities and differences between different religious and cultural

communities in this country, drawing on their experiences and what has been read in class.

Ackworth Mill Dam Physical Development Progression EYFS

Nursery	Autumn	Spring	Summer
Gross Motor	<p><i>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</i></p> <p><i>Use large-muscle movements to wave flags and streamers, paint and make marks.</i></p> <p><i>Start taking part in some group activities.</i></p> <p><i>use and remember sequences and patterns of movements.</i></p> <p><i>Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.</i></p> <p><i>Collaborate with others to manage large items.</i></p>		
Skill	<p>I can experiment with movement, by balancing, hopping, jumping, climbing.</p> <p>I can participate in class games copying actions such as the jelly bean game.</p> <p>I can ask my peers for help to move large objects.</p> <p>I enjoy participating in simple ball games, such as kicking a ball to a partner.</p> <p>I can wash my hands using soap.</p>	<p>I can create movement with streamers and ribbons to music.</p> <p>I can move my arms in large circles and stretch my body when needed.</p> <p><i>I can select specific tools for a job such as a spade for digging or a plank for a pirate ship.</i></p> <p>I notice when someone needs help moving a large object and help them appropriately.</p> <p><i>I can wash and dry my hand independently.</i></p>	<p><i>I can use resources to make my own obstacle course and explain it to others in a group.</i></p> <p>I enjoy participating in small teams games such as tig, running races and leap frog.</p> <p>I can move large objects as part of a team and think about the safety of others.</p> <p>I can skip, hop, jump and balance with increasing control and I can talk about the importance of keeping myself safe as well as others.</p> <p><i>I understand the importance of handwashing and this helps to look after my body.</i></p>
Fine Motor	<p><i>Use one-handed tools and equipment, for example, making snips in paper with scissors.</i></p> <p><i>Use a comfortable grip with good control when holding pens and pencils.</i></p> <p><i>Show a preference for a dominant hand.</i></p> <p><i>Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</i></p>		
Skill	<p>I use two containers to pour and fill.</p> <p>I know what scissors are and what they are used for.</p> <p>I draw a person on request with head and face, usually no body.</p> <p>I can ask an adult for help when my food needs cutting or opening.</p>	<p>I paint and draw freely.</p> <p>I build structures with blocks, boxes or planks.</p> <p>I can cut with scissors with <i>support</i>.</p> <p>I can ask an adult for help when my food needs cutting or opening.</p>	<p>I can thread small beads or complete a threading card.</p> <p>I complete a sorting task using tweezers or tongs.</p> <p><i>I am beginning to use a knife and fork independently when cutting food.</i></p>

	I can switch between hands when carrying out an activity	I am beginning to use a knife and fork independently when cutting food. I am beginning to have a dominant hand when I am carrying out one handed tools.	I can say which hand I use to mark make and use one handed tools. I can cut with scissors.
Vocabulary	Dance, walk, hop, crawl, travel, stop, start, balance, turn, direction, scissors		

Ackworth Mill Dam Physical Development Progression

Reception	Autumn	Spring	Summer
Gross Motor	<p><i>Revise and refine the fundamental movement skills they have already acquired: (Rolling, crawling, walking, jumping, running, hopping, skipping, climbing).</i></p> <p><i>Progress towards a more fluent style of moving, with developing control and grace.</i></p> <p><i>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</i></p> <p><i>Combine different movements with ease and fluency.</i></p> <p><i>Further develop and refine a range of ball skills including: (throwing, catching, kicking, passing, batting, and aiming.)</i></p> <p><i>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</i></p>		
<p>Skill</p> <p>Nursery skills expected</p>	<p>I am beginning to move by... - rolling - crawling - walking - jumping - running - hopping - skipping climbing.</p> <p>I am learning to move confidently.</p> <p>I am beginning to climb higher.</p> <p>I am beginning to jump farther.</p> <p>I am beginning to run faster.</p> <p>I can get out of breath easily.</p> <p>I am learning to spin.</p> <p>I can seesaw. I can slide. I can move my full body during dance time.</p> <p>I can move around an obstacle course with adult support.</p> <p>I can jump over a line. I can lay on a cushion.</p> <p>I am beginning to use small apparatus outside.</p> <p>I am beginning to use large apparatus outside</p> <p>I can use small world to role play.</p> <p>I can build with blocks.</p> <p>I can climb the tunnel steps.</p> <p>I am learning to:</p>	<p>I can confidently roll.</p> <p>I can confidently crawl.</p> <p><i>I can confidently: - walk - jump - run - hop - Skip and climb.</i></p> <p>I can move with confidence, control and grace.</p> <p><i>I can do a physical challenge when instructed and extended by an adult.</i></p> <p>I can run faster.</p> <p>I can climb higher.</p> <p>I can jump farther.</p> <p><i>I am beginning to be still for more than one minute.</i></p> <p>I recognise when I get out of breath.</p> <p>I am beginning to move with coordination and balance.</p> <p>I can bounce on a space hopper and move fast.</p> <p><i>I can confidently move around an obstacle course.</i></p> <p>I can jump into and out of a hoop.</p>	<p>I can confidently and safely <i>move in a variety of different ways with excellent control.</i></p> <p>I can successfully complete a physical challenge.</p> <p><i>I can independently challenge myself physically.</i></p> <p><i>I can be still and quiet.</i></p> <p>I know why I get out of breath.</p> <p>I move with coordination and balance - independently.</p> <p>I can use new equipment to move in a variety of ways.</p> <p>I can take part on sports day activities.</p> <p><i>I can use outdoor equipment confidently and safely, exploring using it in different ways.</i></p> <p>I can aim at something when I throw.</p> <p>I can catch a small ball.</p> <p><i>I can kick a ball at a target.</i></p> <p>I can hold a bat to hit a ball.</p>

	<p>Throw a ball Catch a ball Kick a ball Pass a ball.</p> <p>I can hold a bat.</p> <p>I am developing confidence of movement with balls.</p>	<p>I can skip with a skipping rope, turned by an adult.</p> <p>I can use balls correctly.</p> <p>I can manage a wheel barrow.</p> <p>I can build a den.</p> <p>I can roll a tyre.</p> <p>I can use the trim trail.</p> <p>I can throw a ball.</p> <p>I can catch a large ball.</p> <p>I can kick a ball.</p> <p>I can pass a ball.</p> <p>I am confident in my movement and handling of balls</p>	
Fine Motor	<p><i>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</i></p> <p><i>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</i></p> <p><i>Develop the foundations of a handwriting style which is fast, accurate and efficient.</i></p>		
Skill	<p>I can cut with scissors</p> <p>I am beginning to cut with knives.</p> <p>I am beginning to draw representations of people and objects.</p> <p>I can hold a spoon to eat.</p> <p>I can sit on the floor with my legs stretched out. I can sit on the floor with my legs bent underneath me. I am beginning to cross my legs.</p> <p>I can mark make.</p>	<p>I can dough disco with many moves.</p> <p>I can create my own dough disco moves.</p> <p>I can select the correct scissors to help me to cut.</p> <p>I can draw with a variety of apparatus and my pictures are becoming more recognisable.</p> <p>I can use cutlery with confidence.</p> <p>I can sit on the floor with my legs crossed.</p> <p>I can sit with my arms folded.</p> <p>I can sit on a chair correctly.</p>	<p>I can cut out shapes with scissors I have selected to use.</p> <p>I can cut comfortably using a good technique.</p> <p>I have good control over a variety of mark making equipment and my drawings are now recognisable and well controlled.</p> <p>I have good posture when sitting in different positions and can maintain sitting correctly for a longer period of time.</p>

	<p>I can add letters to my marks. I am beginning to form recognisable letters to add labels to my drawings.</p>	<p>I can sit at a table with my legs underneath the table. I can write letters and simple words. I can form letters correctly. I can write a phrase or sentence with support.</p>	<p>I can add more detailed writing to my pictures, forming letters correctly. I can write my first and second name. I can write a phrase or sentence.</p>
Health/ Managing self (PSED)	<p><i>Further develop the skills they need to manage the school day successfully: (Lining up and queuing, meal times and personal hygiene). - PD Know and talk about the different factors that support their overall health and wellbeing: (Regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian)- PSED</i></p>		
Skill	<p>I am beginning to line up without fuss when asked. I can tell when in the routine it is time for dinner. I know I need to wash my hands. I can tell you why I eat fruit. I can tell you why I drink milk and water. I can tell you why I hold an adult's hand near the road.</p>	<p>I can line up and show you I'm ready. I know when we eat snack. I know why I need to wash my hands and when. I can tell you why I brush my teeth. I understand how to cross the road safely. I know why we need exercise and how we can exercise.</p>	<p>I can line up and tell you our daily routine. I can tell you about why raising my heart rate is good for me. I know when we eat snack and understand the five a day rule. I know lots of time on my device isn't good for me. I understand the need for sleep.</p>
Vocabulary	<p>Dance, walk, hop, crawl, travel, stop, start, balance, turn, direction, scissors, Direction, speed, control, space, exercise, health, obstacle, balance, throw, catch, aim, roll, control, coordination</p>		

ELG**Physical Development: Gross Motor Skills**

Negotiate space and obstacles safely, with consideration for themselves and others.

Demonstrate strength, balance and coordination when playing.

Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Expressive Arts and Design: Being Imaginative and Expressive

Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

Physical Development: Fine Motor Skills

Use a range of small tools, including scissors, paintbrushes and cutlery.

Begin to show accuracy and care when drawing.

Year 1

Pupils should develop fundamental movement skills, becoming increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and cooperative physical activities, in a range of increasingly challenging situations.

Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.

Participate in team games, developing simple tactics for attacking and defending.

Perform dances using simple movement patterns.

Design and Technology**Make**

Select from and use a range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing).

Select from and use a wide variety of materials and components, including construction materials, textiles and ingredients, according to their characteristics.

Ackworth Mill Dam Understanding the World Progression EYFS

Nursery	Autumn	Spring	Summer
Geography	<i>To talk about their experiences To continue to develop positive attitudes about the differences between people.</i>	<i>To talk about their experiences. To show interest in different occupations.</i>	<i>To talk about their experiences seen in photographs of different places.</i>
Skill	To recall where I live. To name different places I have been. To follow a simple line map.	To recall where I live. To recall different jobs that people do in the local community. To use positional language on a simple line map. I know I live in Ackworth. I know Ackworth is a village.	To recall where I live. To name different places I have been. To notice places by looking at photographs and talk about what I can see. To position features on a simple line map and use some positional language. I know three features in Ackworth for example the park, doctors and the local supermarket. I can identify these places from a photograph.
Vocabulary	Live, place, map, line, jobs, Ackworth, features		

Suggested books: *Rosie's Walk, What the ladybird heard, Father Christmas, Bear hunt - sequence*

Ackworth Mill Dam Understanding the World Progression EYFS

Reception	Autumn	Spring	Summer
Geography	<p><i>Draw information from a simple map.</i></p> <p><i>Understand that some places are special to members of their community.</i></p> <p><i>Recognise that people have different beliefs and celebrate special times in different ways.</i></p> <p><i>Recognise some environments are different to the ones we live in.</i></p>		<p><i>Draw information from a simple map.</i></p> <p><i>Recognise some similarities and differences between life in this country and life in other countries.</i></p>
Skill	<p>I can show you a map. I can make a treasure map with X marking the treasure spot.</p> <p>I can tell the building is a church. I know our church is called St Cuthbert's.</p> <p>I can take part in religious worship (Harvest, Christingle)</p> <p>I can listen to people from different religions and cultures with interest.</p> <p>I can tell you what my family celebrate.</p> <p>I can tell you that I live in a town called Pontefract.</p> <p>I can tell you that I live in a country called England.</p>	<p>I can explore a simple map. I can point to features on a simple map.</p> <p>I can identify different places of worship when looking at photographs.</p> <p>I can tell you what places of worship are near our school.</p> <p>I can talk about my beliefs and celebrations.</p> <p>I can tell you it's a church, synagogue, Mosque.</p> <p>I can tell you characteristics of other religions and cultures.</p> <p>I can tell you about someone else and what they believe and celebrate.</p> <p>I can tell you about a place in the world I would like to go and why.</p>	<p>I can explore a google map of our school.</p> <p>I can look at key features on a map of a local street in Ackworth or Pontefract and explore the area.</p> <p>I can create my own map using key features.</p> <p>I can talk about differences between our country and another.</p> <p>I can explore a celebration of a different kind and tell you what I liked.</p> <p>Consider people/ diversity</p>
Vocabulary	<p>Map, church, celebration, beliefs, next, next to, Line, In front of, through, behind, after, features, Ackworth, countries, same, differences</p>		

ELG- Geography Understanding the World: People, Culture and Communities	Year 1 Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observations, to enhance their locational awareness.
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Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps.

Understanding the World: The Natural World

Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.

Locational Knowledge

Name and locate the world's seven continents and five oceans.

Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.

Place Knowledge

Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and a small area in a contrasting non-European country.

Human and Physical Knowledge

Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the equator and the North and South Poles.

Use basic geographical vocabulary to refer to:

Key physical features, including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.

Use basic geographical vocabulary to refer to:

Key human features, including city, town, village, factory, farm, house, office, port, harbour and shop.

Geographical Skills and Fieldwork

Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studies at this key stage.

Use simple compass directions (North, South, East, West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.

Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.

Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

Ackworth Mill Dam Understanding the World Progression EYFS

Nursery	Autumn	Spring	Summer
History	<p><i>Begin to make sense of their own life-story and family's history.</i></p> <p><i>Talk about the differences they have experienced or seen in photos.</i></p>		
Skill	<p>I can talk about my family and the people who are special to me. I can talk about things I have experienced with my family and share how these experiences made me feel.</p> <p>Timeline- build up through the year.</p>	<p>I can use the past tense when speaking about events or situations I have experienced.</p>	<p>I can look at illustrations and photos and relate to my own experiences. To know that farytales where based in the past. To use pictures to identify that the story is based in the past.</p>
Vocabulary	<p>Old, older, past, family, experiences, change</p>		

Suggested books: Poly Farquharson – The Green Line – going on a journey- what can you see....

Ackworth Mill Dam Understanding the World Progression EYFS

Reception	Autumn	Spring	Summer
History	<p><i>Talk about members of their immediate family and community</i> <i>Name and describe people who are familiar to them.</i> <i>Comment on images of familiar situations in the past.</i> <i>Compare and contrast characters from stories, including figures from the past.</i></p>		
Skill	<p>I can draw my family. I can tell you who each person I have drawn is. I can share a family photo that is a happy memory and begin to talk about this event in the past. I know who I can ask to help me in school. I can explore old artefacts.</p> <p>I am beginning to listen and learn traditional stories from the past such as Rapunzel.</p> <p>Guy Fawkes, Christmas story, Easter story. <i>Historical person?</i></p> <p>I can tell you a fairy tale</p>	<p>I can draw a picture of my family and tell you about each person. I can share something from home to tell you more about my family. I know the name of the head teacher and what they do. I can tell you 'this is old' or 'this is new'. I can tell you if a character in a story is old. I can tell you if this story is about the past. I can talk about events in a story and relate the events to my own experiences. I can talk about events from the past including historical figures and share my thoughts.</p>	<p>I can tell you what my family likes and dislikes. I can tell you what they do when I'm at school. I can answer questions about my family life. I know lots of members of staff and I can tell you their name and role. I can tell you what people in our community do to help us. I can explore old artefacts and tell you why they are old. I can tell you about the present. I can tell you a story from the past. I can tell you the theme from a fairy tale. I can identify things that are different from the past. e.g. oven, toilets etc.</p> <p>I can tell you a traditional tale from another culture. I can compare characters from different stories and talk about how they differ, appear the same or how their actions impact others. E.g.</p>

			Wolves in Little Red Riding Hood and The Three Little Pigs.
Vocabulary	past, present, change, time, timeline, similar, different, artefacts, traditional		

<p>ELG- History</p> <p>Understanding the World: Past and Present</p> <p>Talk about the lives of the people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<p>Year 1</p> <p>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p> <p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p> <p>Events beyond living memory that are significant nationally or globally (for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries).</p> <p>The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods. (For example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell.)</p> <p>Significant historical events, people, places in their own locality</p>
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Ackworth Mill Dam Understanding the World Progression EYFS

Nursery	Autumn	Spring	Summer
Science	<p><i>Use all their senses in hands-on exploration of natural materials.</i></p> <p><i>Explore collections of materials with similar and/or different properties.</i></p> <p><i>Talk about what they see, using a wide vocabulary.</i></p> <p><i>Plant seeds and care for growing plants.</i></p> <p><i>Understand the key features of the life cycle of a plant and an animal.</i></p> <p><i>Begin to understand the need to respect and care for the natural environment and all living things.</i></p>		
Skill	<p>I know that my senses are touch, see, smell, hear, taste.</p> <p>I can play listening games. I understand what hearing is.</p> <p>I can talk about</p> <p>I can talk about the natural world and how the season is changing.</p> <p>I can talk about what I have observed outside.</p> <p>I can plant seeds.</p>	<p>I know that things are cold and warm using my sense of touch.</p> <p>I know that things smell different. Using my sense of smell.</p> <p>I show respect for living things and I understand plants and flowers are living things.</p> <p><i>I can talk about what a seed needs to grow and survive.</i></p> <p><i>I can take care of a plant or flower as it grows.</i></p> <p>I know that things taste differently. Using my sense of taste.</p>	<p>I can talk about the life cycle of a penguin, butterfly and a frog.</p> <p>I can order the life cycle of a plant-sunflower.</p> <p>I can name where living things live.</p> <p><i>I can identify tastes that I like and dislike.</i></p> <p><i>I can identify tastes that are sweet/sour.</i></p>
Vocabulary	<p>Senses- touch, taste, sight, hearing, smell, listening, seasons, natural, change, plants, seeds, water, light, life cycle, grow, living things, young, old, melt, heat, freeze</p>		

Ackworth Mill Dam Understanding the World Progression EYFS

Reception	Autumn	Spring	Summer
Science	<p><i>Explore the natural world around them.</i></p> <p><i>Describe what they see, hear and feel whilst outside.</i></p> <p><i>Recognise some environments that are different from the one in which they live.</i></p> <p><i>Understand the effect of changing seasons on the natural world around them.</i></p>		
Skill	<p>I can observe the natural world outside my classroom.</p> <p>I am beginning to use descriptive words to describe what I see outdoors.</p> <p>I can identify a plant.</p> <p>I can identify an animal.</p> <p>I can tell you I live in a town.</p> <p>I can talk about the weather.</p> <p>I can tell you if I need a coat.</p> <p>I observe changes in weather.</p>	<p><i>I can explore my outdoor environment.</i></p> <p>I can use my senses to explore the natural world.</p> <p>I can climb to explore.</p> <p>I can explore unfamiliar areas in the outdoors.</p> <p>I can say animal names and explain how I know what animal it is.</p> <p>I can tell you where I live and describe its features.</p> <p>I am beginning to learn about the seasons.</p> <p>I observe changes in weather and can talk about them.</p>	<p><i>I can explore my outdoors to experience changes, weather and physical challenges.</i></p> <p>I can tell you familiar plants and name them.</p> <p>I can tell the difference between bushes and trees and talk about these.</p> <p>I can say bird names familiar to my outdoors.</p> <p>I can tell you about the countryside and why it might be different to where I live.</p> <p>I can tell you it's natural.</p> <p>I can tell you it's manmade.</p> <p>I can tell you about winter and explain its features.</p> <p>I can tell you about spring and explain its features.</p> <p>I can tell you about summer and explain its features.</p>
Vocabulary	<p>Similar, different, country, world, Earth, senses, touch, taste, sight, hearing, smell, nature, habitat, plants, animals, living things, weather, changes, features, natural/man-made, seasons, freeze, melt, heat</p>		

ELG**Understanding the World: The Natural World**

Explore the natural world around them, making observations and drawing pictures of animals and plants.

Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.

Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Year 1**Working Scientifically**

During year 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content.

Asking simple questions and recognising that they can be answered in different ways.

Observing closely, using simple equipment.

Performing simple tests.

Identifying and classifying.

Using their observations and ideas to suggest answers to questions.

Gathering and recording data to help in answering questions.

Plants

Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.

Identify and describe the basic structure of a variety of common flowering plants, including trees.

Animals, Including Humans

Identify and name a variety of common animals, including fish, amphibians, reptiles, birds and mammals.

Identify and name a variety of common animals that are carnivores, herbivores and omnivores.

Describe and compare the structure of common animals (fish, amphibians, reptiles, birds and mammals, including pets.)

Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

Everyday Materials

Distinguish between an object and the material from which it is made.

Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock.

Describe the simple physical properties of a variety of everyday materials.

Compare and group together a variety of everyday materials on the basis of their simple physical properties.

Seasonal Change

Observe changes across the four seasons.

Observe and describe weather associated with the seasons and how day length varies

